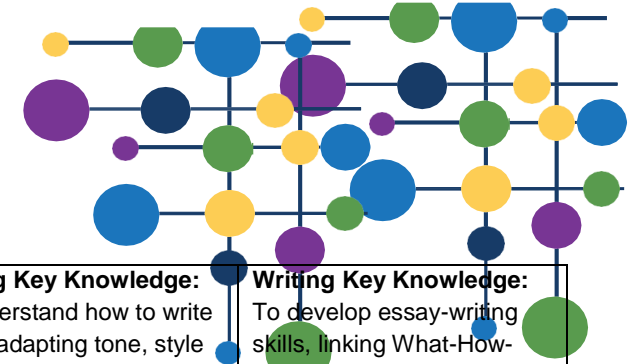


English

2020-2021 Programme of Study

| Year group | Autumn 1 (7) | Autumn 2 (7) | Spring 1 (6) | Spring 2 (5) | Summer 1 (7) | Summer 2 (7) |
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| 7 (2025) | <p>Novel –My Sister Lives on the Mantelpiece</p> <p>Reading Key Knowledge: To understand key themes (racism, terrorism, alcoholism) and to analyse characterisation</p> <p>Writing Key Knowledge: Format and conventions of letters.</p> <p>Assessment: Non-fiction</p> | <p>Poetry – Relationships</p> <p>Reading Key Knowledge: To understand how writers use language and techniques to create meaning.</p> <p>Writing Key Knowledge: To understand how to write an answer analysing a quotation.</p> <p>Assessment: Reading</p> | <p>Modern Play</p> <p>Dracula adapted by David Calcutt</p> <p>Reading Key Knowledge: Conventions of play scripts (stage directions, characters and how these develop genre and themes).</p> <p>Writing Key Knowledge: To be able write following the codes and conventions of the Gothic genre.</p> <p>Assessment: Fiction writing</p> | <p>Non-fiction – Rhetoric</p> <p>Reading Key Knowledge: Comprehension and writer's perspective through analysis of model speeches.</p> <p>Writing Key Knowledge: To understand how to use rhetoric effectively to write a speech, maintaining a consistent point of view.</p> <p>Spoken Language Opportunity: Present a speech.</p> <p>Assessment: Non-fiction.</p> | <p>Shakespeare - Romeo and Juliet</p> <p>Reading Key Knowledge: Understanding Shakespeare's language. Analyse how Shakespeare uses language to create meaning.</p> <p>Writing Key Knowledge: To understand how to structure an answer including embedded quotations.</p> <p>Reading Assessment:</p> | |
| 8 | <p>Novel – Animal Farm</p> <p>Reading Key Knowledge: To understand the importance of context and how a writer uses a text to</p> | <p>Non-Fiction linked to 'Animal Farm': Fake news, propaganda and power.</p> <p>Reading Key Knowledge: To evaluate how writers use rhetoric to persuade.</p> | <p>Poetry – Poetry and politics</p> <p>Reading Key Knowledge: To understand how writers use language and techniques to convey their point of view/persuade</p> <p>Writing Key Knowledge: To understand how to develop</p> | <p>Modern Play- Willy Russell's 'Blood Brothers'</p> <p>Reading Key Knowledge: Narrative structure and structural techniques (flashback/flashforward/perspective/setting changes). Understanding the</p> | <p>Non-fiction – Travel (link with Geography)</p> <p>Reading Key Knowledge: Comparing Texts, Writer's Perspective, Comprehension. To understanding the role of a travel writer.</p> | <p>Shakespeare - Midsummer Night's Dream</p> <p>Reading Key Knowledge: To and to evaluate the impact of Shakespeare's methods in creating character</p> |



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| | <p>communicate their views.</p> <p>Writing Key Knowledge: To understand how to construct a What-How-Why paragraph.</p> | <p>Writing Key Knowledge: Format and conventions of report writing.</p> <p>Assessment: Non-fiction report writing..</p> | <p>analytical paragraphs using What-How-Why technique.</p> <p>Assessment: Reading</p> | <p>conventions of plays/reading plays.</p> <p>Writing Key Knowledge: To be able to use structural techniques in a play script.</p> <p>Assessment: Fiction writing</p> | <p>Writing Key Knowledge: To understand how to write guide, adapting tone, style and register to suit the purpose and audience.</p> <p>Spoken Language Opportunity: Persuade someone to visit Huddersfield.</p> <p>Assessment: Non-fiction travel guide.</p> | <p>Writing Key Knowledge: To develop essay-writing skills, linking What-How-Why paragraphs to explore a character.</p> <p>Assessment: Extract analysis (characters).</p> |
| 9 | <p>Novel - LOTF</p> <p>Reading Key Knowledge: To analyse how writers create characters and how characters change throughout a text.</p> <p>Writing Key Knowledge: To develop essay writing skills, understanding how construct an extended essay style answer based on a character.</p> <p>Assessment: Reading.</p> | | <p>Poetry- Poetry and power</p> <p>Reading Key Knowledge: To understand how writers use language and techniques to convey the theme of power.</p> <p>Writing Key Knowledge: To understand how to extend and develop analytical paragraphs within an essay structure.</p> <p>'Still I Rise' Maya Angelou 'I took my Power in my Hand' Emily Dickinson, 'London' by William Blake 'Ozymandias' Percy Shelley</p> <p>Assessment: Reading</p> | <p>Fiction- Extracts and Creative Prose</p> <p>Reading Key Knowledge: To understand how to skilfully approach and analyse a fiction extract, evaluating the impact of the writer's craft.</p> <p>Writing Key Knowledge: To understand how to effectively use characterisation, setting and structural techniques in creative prose writing.</p> <p>Assessment: Creative Prose.</p> | <p>Journalistic Writing</p> <p>Reading Key Knowledge: To understand and analyse the purpose, codes and conventions of journalistic writing (writer's method/ perspective/audience/comp aring texts).</p> <p>Writing Key Knowledge: To understand how to pitch, research, draft and edit a newspaper article.</p> <p>Assessment: Write an opinion piece for the Yorkshire Post.</p> | <p>An Inspector Calls</p> <p>Reading Key Knowledge: To analyse how writers create characters and how characters change throughout a text.</p> <p>Writing Key Knowledge: To develop essay-writing skills, using the What-How-Why technique.</p> <p>Assessment: Non-extract task.</p> |
| 10 | <p>An Inspector Calls (5 weeks)</p> <p>Context and character analysis</p> | <p>AIC knowledge recall</p> | <p>Eduqas GCSE Language Component 1: 20th Century Literature Reading and Creative Prose</p> | <p>Power and Conflict Poetry AQA Paper 2: Modern texts and poetry</p> <p>'Remains' 'War Photographer'</p> | <p>Eduqas GCSE Language Component 2: 19th and 20th Century Non-fiction reading study and</p> | <p>'Macbeth' Shakespeare AQA Paper 1: Shakespeare and the 19th-century novel</p> |



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| | <p>to be completed in Year 9 as part of home learning.</p> <p>In class teaching to focus on content, key themes and essay skills.</p> <p>Literature Assessment:</p> <p>'Power and Conflict' Poetry AQA Paper 2: Modern texts and poetry</p> | <p>'A Christmas Carol' AQA Paper 1: Shakespeare and the 19th-century novel</p> <p>Literature Assessment:</p> | <p>Language Assessment: One 40-mark task. Choice of four titles giving opportunities for writing to describe and narrate, and imaginative and creative use of language. This response should be a narrative / recount.</p> <p>ACC knowledge recall</p> | <p>'Exposure' 'Poppies' 'Charge of the Light Brigade' 'Bayonet Charge'</p> <p>ACC knowledge recall</p> <p>Literature Assessment:</p> | <p>Transactional/persuasive writing</p> <p>Language Assessment: Transactional Writing</p> <p>ACC knowledge recall</p> | <p>Literature Assessment:</p> |
| 11 | <p>'Macbeth' - Shakespeare AQA Paper 1: Shakespeare and the 19th-century novel</p> <p>Literature Assessment:</p> | <p>Eduqas GCSE Language Component 2:</p> <p>Section A (4 weeks) Section B (3 weeks)</p> <p>Language Assessment: Component 2, Section A</p> | <p>Eduqas GCSE Language Component 1</p> <p>Section A (3 weeks) Section B (3 weeks)</p> <p>Language Assessment: Component 1, Section A</p> | <p>Unseen Poetry</p> <p>Work through unseen poetry anthology,</p> <p>Literature Assessment:</p> | <p>Eduqas GCSE Language Component 1</p> <p>Eduqas GCSE Language Component 2</p> <p>Fortnightly timed exam practice.</p> | <p>Exam Feedback: Language and Literature (1 week)</p> <p>Eduqas GCSE Language Component 2:</p> <p>Section B (3 weeks) Section A (2 weeks)</p> <p>Language Assessment: Creative Prose story. Any title. 450-600 words. 45 minutes.</p> |